

Students' Problems in Learning Conjunction

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ABSTRACT

This paper is discussed about students' problems in learning conjunction. Conjunction is one of the topic in part of speech that should be learnt by the students. The students faced problems in identifying the types of conjunction and how to use it in sentence.

CHAPTER I

INTRODUCTION

1.1. Background of Study

To produce a generation of young intellectuals, North Sumatra province has several university country, one of which is the State Islamic University (UIN). The State Islamic University (UIN) of North Sumatra is the State Islamic Universities located in Medan of North Sumatra province. There are some faculty that has long been established to complement the

students who are able to go abroad for free.

One of the major subject in the English Department is Structure Drill. The structure drill, or pattern practice was largely inspired by the audio-lingual method and its concept of language learning as habit formation.

There are many discussion of Structure Drill. In here every discussion was discussed in every meeting one by one.

One of which of the discussion is Parts of

the Faculty of Tarbiyah and Teacher Training (FITK). From various departments that exist in FITK, there are English Department that we know better as PBI who are long established and produce

parts of a sentence English. An overview for the eight major Parts of Speech in English Grammar, they are noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection.

Especially Conjunction, is a word that connects other words or groups of words. There are three kinds of conjunction, they are coordinative conjunction (for, and, nor, but, or, yet, so), correlative conjunction (both...and, not only...but also, either...or, neither...nor), and subordinate conjunction (although, because, after, before).

1.2. Research Problems

1. Do the students able in learning conjunction?
2. What are the students problem in learning conjunction?

1.3. Theoretical Review

1.3.1. Definition

Conjunctions is the word used to connect words with a word, phrase by phrase, or sentence by sentence, etc. The conjunction is not variable, its meaning no change either plural or having gender as nouns and pronouns.

Example :

- a. Andre **and** Tommy came to my house last night.
- b. She takes the book **and** write her name on the first pager.

1.3.2 The Kinds of Conjunction.

In English Grammar, conjunctions can be divided into two parts, they are:

1. Coordinating conjunction

Coordinating conjunctions is the conjunction device used to connect two sentences or words that have the same level or equivalent. Usually the conjunction is referred to as *correlative conjunction*, because these words always hold onto each other. Based on the definition, then coordinating conjunctions can be grouped into 4 parts, they are:

- a. Cumulative conjunction, is conjunction groups used to add or collect. Included in the word group are : *and, also, both...and, and also, as well as, likewise, etc.*

Example :

- I was concerned when he cried **and** laughed at the same time.
- You **as well as** he is guilty for committing a crime.
- Your beauty is **no less than** your mother's.
- **Not only** my father, **but** all the other lawyers went on strike yesterday.
- **Not only** she is beautiful **but also** clever.

b. Alternative Conjunction, is the conjunction groups used to show understanding of alternative or choice between two or more. Included in these word group are : *or, else, otherwise, neither...nor, neither..., either...or,*

whether...or...,

less...than..., not.

Example :

- You can choose Denny **or** Vio to clean the classroom.
- **Either** you get out of my house **or** I will call the police.
- He **neither** eats **nor** drinks.

c. Adversative Conjunction, is conjunction groups that connotes opposition between one part of the sentence with the other part of the sentence. Included in these word group are : *but, yet, still, however, while, only, although, in contrast, conversely, on the other hand, nevertheless, etc.*

Example :

- I want to go to the movies with you,

however I don't have money.

- You can take a nap

while I clean the backyard.

- She is a wise person,

nevertheless she sometimes makes mistakes.

- d. Illative Conjunction, is the conjunction groups used to show cause and effect of an event or other acts or indicate a conclusion. Included in these word group are : *therefore, so accordingly, consequently, thus, hence, wherefore, because of, as a result, etc.*

Example :

- The headmaster is busy, **accordingly** he can not see you.
- The taxi has come, **so** I will go.

- My shirt I wet, **thus** I will change it

Note : there are few words from the

coordinating conjunction, they are:

because of, in spite of, regardless of, to be

followed by a noun or noun phrase.

Example :

- We couldn't go out **because of** the rain.
- Willy doesn't wear an umbrella **in spite of** the rain.
- I bring an umbrella **regardless of** the weather.

2. Subordinating Conjunctions

Subordinating Conjunctions is the conjunction used to connecting two sentences are not equal. The two sentences serves as dependent clause and main/independent clause. This dependent clause always begins with subordinating conjunction that can not stand alone, it means depend on the independent clause. While main/independent clause can stand

alone, it means do not depend on clause (a set of words containing a subject and predicate) another.

In general this type of conjunctive derived from preposition especially in the form of conjunction of time.

Based on the definition, then subordinating conjunction in the sentence can serve as follows :

a. Cause or Reason

Included in these word groups are : *as, because, for, since, whereas, wherefore, etc.*

Example :

- This bird will fly
since it has
wings.

Independent clause conjunction

dependent clause

- I can not go
because I am
ill.

Independent clause conjunction

dependent clause

b. Comparison, that showed the nature of the same level and nature is not the same level. Included in these word group are : *as well as, rather...than..., than, as...as, etc.*

Example :

The same level

- I am **as tall as** you
(are).
- She is **as beautiful as**
you (are).

Not the same level

- He is **more clever than**
I (am).
- She is **rather wise than**
he (is).

c. Consession

Included in these word group are :

although, even though, though, however, provided, nevertheless, etc.

Example :

- You work hard **even**
though you are tired.

Independent clause conjunction

dependent clause

- He will like to go

however he

hasn't any money.

Independent clause conjunction

dependent clause

Note : the conjunction that showed the concessive can be placed at the beginning of the sentence, such as : *even though, although, though, etc.*

Example :

- **Even though/though**
you are tired, you keep
on walking.

d. Condition

Included in these word group are : *if, provided that, provided, since, unless, whether, as if, etc.*

Example :

- I will fly
provided I
have wings.

Independent clause conjunction

dependent clause

- He will write

unless he

hears the fact.

Independent clause conjunction

dependent clause

e. Manner

Included in these word group are: *as, how, according, as far as, etc.*

Example :

- I will reap as
I sow.

Independent clause conjunction

dependent clause

- The taxi hasn't arrived
yet as far as he
knows.

Independent clause

conjunction dependent clause

f. Purpose

Included in these word group are : *that, in order that, so that, lest, etc.*

Example :

- They will eat so
that they
may live.

Independent clause conjunction

dependent clause

- I worked hard **lest**

I should be

poor.

Independent clause conjunction

dependent clause

g. Time

Included in these word group are : *as, as soon as, while, as long as, before, until, since, still/till, whenever, ere, after, etc.*

Example :

- He will help me **as**
long as he is here.

Independent clause conjunction

dependent clause

- I will wait you **until**
you arrive.

Independent clause conjunction

dependent clause

h. Result

Included in these word group is: *that.*

Example :

- He writes fastly **that**

he finish

firstly.

- Independent clause

conjunction

dependent clause

- I read slowly **that**

I understand.

- Independent clause

conjunction

dependent clause

i. Apposition

Included in these word group is: *that.*

Example :

- I promise **that**
I will come.

Independent clause conjunction dependent
clause

1.4. Method of Research

1.4.1. Research Design

1. Descriptive Research

Descriptive research is used to describe characteristic of a population being studied. It does not answer the

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According to this data we can make classification of ability of students in PBI-5.

The type of classification :

Result	Classification
0-10	Poor
11-15	Fair
16-20	Good
21-25	Very good
26-30	Excellent

So, from the data above:

1. there are 16 people who belongs to fair
2. There are 7 people who belongs to poor
3. There are 3 people who belongs to good

2.3.Student Problems

NO	QUESTION	THEME	RESULT	
			CORREC	INCORREC

			T	T
1	....Dewi Lestari and Andrea Hirata is famous novel writer in Indonesia.	Correlative Conjunction	26	0
2	Either my mother... my father loves Chinese foods.	Correlative conjunction	11	15
3	Neither my sister... my parents want to go fishing.	Correlative conjunction	9	17
4	I have to stay up for three night... work's deadline.	Subordinate Conjunctions	4	22
5	I'll call you.... I arrive at Lombok	Subordinate conjunction	13	13

	island.			
6	I will pass the national final examination ... you pray for me.	Subordinate conjunction	5	21
7	Would you like to tell me.... To finish these mathematics assignments ?	Subordinate Conjunction	18	8
8	You can't go to the music concert.... You've finished your homework.	Subordinate conjunction	4	22
9	I can't watch films.... My broken television being fixed.	Subordinate Conjunction	2	24
10	Rina is not only beautiful... diligent.	Correlative Conjunction	5	21
11	You can ask me to accompany you to the bookstore... you want.	Subordinate Conjunction	16	10
12	I can't go to school today.... I have a fever.	Subordinate Conjunction	25	1
13	I get very big fish with low price.... My lucky.	Coordinate Conjunction	2	24
14	.... This physics formula is	Subordinate Conju	3	23

	very difficult.	nction		
15	I read newspaper everyday.... I can get a lot of information.	Subordinate Conjunction	18	8
16	I like chicken.... Not fish.	Subordinate conjunction	0	26
17	.....it rains on Sunday, I will not be able to drive.	Subordinate Conjunction	15	11
18	I like both dogs...cats	Correlative Conjunction	24	2
19	The items are on sale in the local store....not online.	Coordinate Conjunction	0	26
20	Neither my mother....my father will be able to attend the party on Sunday.	Correlative Conjunction	17	9
21	Definition of conjunction is.....	Definition	23	3
22	How many kinds of conjunction ?	Kinds of conjunction	0	26
23	Dad painted the walls white in order to make the room look brighter. Which is conjunction	Subordinate Conjunction	3	23

	in the sentences?			
24	When water freezes in the cracks of rocks,...expands, causing the rocks to break apart.	Subordinate conjunction	6	20
25	The rescue workers taught....food....blanket.	Correlative conjunction	7	19
26	I'm tired of that song.... I hear it all the time.	Subordinate conjunction	15	11
27	We've moved to a new house since I last wrote to you. Kinds of conjunction in this sentence is....	Kinds of conjunction	9	17
28	The dog follows Andrew....he goes.	Subordinate conjunction	6	20
29	I sat down.... I was feeling tired.	Subordinate conjunction	14	12
30	The children are wearing hats....they won't get sunburned.	Coordinate conjunction	3	23

CHAPTER III

CONCLUSIONS AND SUGGESTIONS

3.1 CONCLUSIONS

1. Problems

According to this data we decide that the problem of the students in PBI 5 are:

1. They can't differentiate the type of conjunction.
2. They don't understand how to use the conjunction in a sentence.
3. They still confuse to use the conjunction correctly.

2. Causes.

The causes of PBI 5 students problems are:

1. Don't understand the material about conjunction.
2. Less of doing exercise about conjunction.
3. Less of practice in using conjunction in both of speaking and writing.

4. The lectures explanation about conjunction is not clear enough.

3. Result of Students' Abilities

NO	CLASSIFICATION	TOTAL OF STUDENT
1	Excellent	-
2	Very Good	-
3	Good	3 students
4	Fair	16 students
5	Poor	7 students

So, we can decide that the ability of PBI 5 students in “conjunction” is **FAIR***.

**Its because most of them get fair classification.*

3.2 SUGGESTIONS

After we learn this data, we get the information that the ability of students in PBI 5 in “conjunction” is fair. So we want to give some suggestions. They are:

1. The student should learn the material outside the class not only in the class.
2. The student should do the discussing to less the misunderstanding about the material between them.
3. The student should read more references about the material.

4. The lecturer should explain the material clearly.
5. The lecturer should guide the students in their learning.

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